California
English Language
Development Test

Reporting
2002 CELDT Results

Press Briefing
March 19, 2003

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Facts about the CELDT

- The California English Language Development Test (CELDT) was instituted by Assembly Bill 748 Escutia (Chapter 636/1997) and requires districts to administer it to students whose home language is not English. It was later expanded and refined by Senate Bill 638 Alpert (Chapter 678/1999) and is included in Education Code sections 313, 60810, and 60812.

- The purpose of the CELDT is to identify new students who are English Learners in kindergarten through grade 12, to determine their level of English proficiency, and to annually assess their progress toward becoming fluent English proficient.

- State law requires that the CELDT be reliable and valid and yield scores that allow comparisons over time and can be aggregated to evaluate program effectiveness. This test also must be capable of administration by classroom teachers and be aligned with state English language development standards adopted by SBE in July 1999.

- Districts are required to administer CELDT initial identification assessments to all students, whose home language is not English and for whom there is no record of English language development assessment results, within 30 calendar days after they first enroll in a California public school. Districts also are required to administer the CELDT annually to identified English Learners until they are reclassified from English Learners to Fluent English Proficient.

- In December 2000, the State Board of Education (SBE) established July 1 through October 31 the CELDT testing window in the administration of the CELDT annual assessment. All students take the grade-level test for the span (K–2, 3–5, 6–8, 9–12) that reflects their grade placement.

- The CELDT covers four skill areas: listening and speaking, reading, and writing. Students in kindergarten and grade 1 only are assessed in listening and speaking. Students in grades 2 through 12 are assessed in all four skill areas.

- In May 2001, the SBE approved cut scores for five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. CELDT results show the proficiency level students achieved in each skill area and the overall English proficiency level.

- Districts must inform parents of test results within 30 calendar days of receiving this data from the testing publisher.

■ The Internet posting of the annual 2002 CELDT results will include three types of reports (all assessments, annual assessments, initial identification assessments) at four levels (state, county, district, school). The data will include student counts by overall proficiency level by grade, as well as the mean scale score for each of the skill areas by grade.

■ Federal guidelines for No Child Left Behind, Title III, require that state educational agencies (SEAs) receiving Title III funds establish English language proficiency standards, identify or develop and implement English language proficiency assessments, and define annual achievements objectives for increasing and measuring the levels of Limited English Proficient children's development and attainment of English proficiency.

■ Summary results for the annual 2002 CELDT administration will be reported for all students and for a number of reporting categories, including: gender, special education status, enrollment in specified programs, and primary languages.

■ Additional information about the CELDT is posted on the California Department of Education Web site at http://www.cde.ca.gov/statetests/celdt (Internet).

Reporting/Public Release Dates for CELDT Results

1997	CELDT instituted by Assembly Bill 748 (Escutia)
1999	CELDT expanded and refined by Senate Bill 638 (Alpert)
December 2000	Annual testing window established by State Board of Education (SBE) and State Superintendent of Public Instruction
May 2001	Cut scores approved by SBE for five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced
May 14, 2001	CELDT testing window began for initial identification (Testing is ongoing as needed for new enrollees)
July 1, 2001	Testing window for first annual CELDT Assessment began
October 31, 2001	Testing window for first annual CELDT Assessment ended
July 1, 2002	Testing window for second annual CELDT began
October 31, 2002	Testing window for second annual CELDT administration ended
Within 30 calendar Days after receipt by districts	Individual results for all CELDT tests reported to parents/guardians within 30 calendar days after reports are received
November 2002	Completed 2001–02 CELDT results (initial and annual) posted on the Internet
March 19, 2003	Press Briefing packet for reporting annual 2002 CELDT results posted on the Internet for media use
March 25, 2003	Press conference and Internet posting of 2002 annual CELDT assessment results for schools, districts, counties, and the state for public release
	State press release of annual 2002 CELDT results distributed to media, districts, county offices, and posted on the Internet
July 1, 2003	Testing window for third annual CELDT administration begins
October 31, 2003	Testing window for third annual CELDT administration ends
Late November 2003	2002/03 Initial CELDT assessment results posted for schools, districts, counties, and the state on the Internet for public release

Questions and Answers about the CELDT

What is the California English Language Development Test (CELDT)?

State law (Education Code sections 313.60810, and 60812) requires the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT). Federal law, No Child Left Behind, Title III, requires an annual English proficiency assessment.

What is the purpose of the CELDT?

The purpose of this test is to:
- identify new students who are English Learners, in kindergarten through grade 12
- monitor their progress in learning English
- help decide when they can be reclassified as Fluent English Proficient

Who is an English Learner?

An English Learner is a student with a home language other than English, who is not yet proficient in English.

Who must take the CELDT?

All students whose home language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are an English Learner. The CELDT also must be given once each year to English Learners until they become proficient in English.

Can parents have their students exempted from taking the test?

No. Federal and state laws require that if students meet the criteria for taking the CELDT, they must be assessed annually.

Do English Learners with disabilities take the CELDT?

Yes. All English Learners must take the CELDT. Students with disabilities may use accommodations/modifications as specified in the IEP or 504 plans. If the IEP team determines that a student is too severely disabled to take the CELDT, alternate assessments may be used to determine English proficiency (See Special Education Accommodations/Modifications for California Statewide Assessments on pages 1 through 3 in Section III).

Must students keep taking all parts of the CELDT annually until they are reclassified?

Students who previously received an Early Advanced or Advanced proficiency level for Listening/Speaking were not required to retake that section of the CELDT within the same grade span for the 2002 annual administration only. Federal and state laws require all English learners to take all parts annually until they are reclassified.

What does the CELDT cover?

The CELDT covers listening and speaking skills for students in kindergarten and grade 1. The test for students in grades 2 through 12 covers four skill areas: listening, speaking, reading, and writing skills. The CELDT at all grade levels is based on English Language Development (ELD) standards adopted by the State Board of Education (SBE).

Who decides what the CELDT should cover?

Content review committees are convened to review proposed test items as they are developed. The committees are composed of educators from a variety of school districts including teachers from every grade span, resource teachers, and site and central office administrators. Bias and sensitivity review panels also are convened that are composed of parents, community members, and educators representing a variety of language and cultural backgrounds. All items address ELD standards.

What types of skills are assessed in the CELDT?

The following skills are assessed:

Listening/Speaking

Follow oral directions	Phonemic control
Phonemic awareness	Story retelling
Oral vocabulary	

Reading

Word analysis	Fluency
Reading vocabulary	Reading comprehension
Synonyms	Literary analysis
Antonyms	Structures

Writing

Grammar mechanics and structured items
Writing sentences
Writing a story/essay

Questions and Answers about the CELDT

Who gives the CELDT?
Only trained examiners who are proficient in English give the test. The listening/speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

How long does it take for students to complete the CELDT?
The CELDT is an untimed test, but the listening and speaking parts of the test are administered individually and take about 20 minutes for each student to complete. The reading and writing parts are administered as a group and take about 90 minutes to complete.

How and when do parents/guardians get their students CELDT results?
As soon as the testing contractor scores the tests, the results are sent to the school district. The school district then must report the results for each student to the parents/guardians within 30 calendar days.

How are the CELDT results reported for individual students?
There are five levels of English proficiency a student can achieve. They are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The report for each student provides a proficiency level for each skill area tested and the student's overall English proficiency level.

How are the proficiency levels for each skill area determined?
Students received a raw score for each skill area assessed (except for kindergarten and grade 1 that only assess listening/speaking). The raw scores are converted into scale scores. The State Board in May 2001 established cut points for the scale scores that identify the proficiency level achieved. The cut points are different for each grade span tested.

How is the overall proficiency level determined?
Students are assigned a proficiency level (Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced) for each skill area: listening/speaking, reading, and writing for grades 2 through 12. The overall scale score is derived from weighting the skill area scale scores as follows: 50 percent listening/speaking, 25 percent reading, and 25 percent writing. Students in kindergarten and grade 1 only are assessed in listening/speaking, and there is no weighting.

What is a scale score?
A scale score converts a raw score (i.e., number correct) into a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one adminis-

tration of a test to another. The chart on page II-6 shows the scale scores for identifying a student's English proficiency level.

How are results of the CELDT used?
Test results for newly enrolled students are used to help identify students as English Learners who need to develop their speaking, listening, reading, and writing skills in English. Results from the CELDT given annually are used to see how well English Learners are learning English and if they are ready to be reclassified as fluent English proficient.

Who sees the CELDT results for individual students?
Only authorized school personnel, the student and parent/guardian see individual CELDT results.

How can parents/guardians find out more about the CELDT or their student's results?
They should contact their student's teacher and/or school office. Parents/Guardians are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

How do districts identify students as English Learners or as Fluent English Proficient from the CELDT results?
The law requires districts to use the CELDT as a primary indicator of English proficiency for the initial identification of English Learners.

How do districts use CELDT results for reclassifying English Learners to Fluent English Proficient?
Districts are to use individual CELDT results as one criterion for considering the reclassification of each English Learner to Fluent English Proficient. Additional measures to be considered include: teacher evaluation, parent opinion and consultation, and performance on the California Standards Test in English-Language Arts (given as part of the STAR Program). Guidelines for the Reclassification of English Learners, approved by the State Board of Education, is provided in Section IV.

> **For more information about the CELDT, visit the California Department of Education Web site at: http://www.cde.ca.gov/statetests/celdt/.**

Reporting CELDT Results

CELDT Scale Scores For Overall Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410–457	458–505	506–553	554 and above
First Grade	423 and below	424–470	471–516	517–563	564 and above
Second Grade	442 and below	443–482	483–523	524–564	565 and above
Grades 3–5	446 and below	447–487	488–528	529–568	569 and above
Grades 6–8	446 and below	447–487	488–528	529–568	569 and above
Grades 9–12	446 and below	447–487	488–528	529–568	569 and above

Criteria for Determining English Proficiency

Fluent English Proficient	Student's Overall Score is Early Advanced or higher **and** each skill area score • Listening/Speaking (Kindergarten through Grade 12) • Reading (Grades 2 through 12 only) • Writing (Grades 2 through 12 only) is Intermediate or higher.
Fluent English Proficient	Student's Overall Score is in the *upper end* of Intermediate **and** • other test scores • report card grades • input from parents/teachers are taken into consideration.
English Learner	Student's Overall Score is below Early Advanced **or** Student's Overall Score is Early Advanced or higher, but one or more of the skill area scores is below Intermediate.

The CELDT is **one** criterion used in the **Reclassification** of EL to FEP. Consult the Reclassification Guidelines in Section IV.

Sample Internet Reports for CELDT

California English Language Development Test

Simulated Data

Year of Data: 2002-03
State: California
Counties: – List of Counties –

Assessment: Annual Assessment
SubGroup: All Students

CELDT Home   Research Files

Annual Assessment - All Students

Number and Percent of Students at Each Overall Proficiency Level

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Overall Proficiency														
Advanced	8	203	45	38	124	186	90	79	116	139	63	72	62	1,225
	2.0%	4.0%	1.0%	1.0%	4.0%	8.0%	6.0%	12.0%	19.0%	11.0%	11.0%	15.0%	16.0%	6.0%
Early Advanced	42	936	378	255	589	667	414	226	233	461	210	144	149	4,704
	13.0%	18.0%	12.0%	9.0%	21.0%	29.0%	25.0%	35.0%	38.0%	37.0%	38.0%	30.0%	38.0%	21.0%
Intermediate	109	2,409	1,255	957	1,111	922	774	242	185	487	165	166	106	8,888
	32.0%	47.0%	39.0%	33.0%	40.0%	40.0%	47.0%	37.0%	30.0%	39.0%	30.0%	34.0%	27.0%	40.0%
Early Intermediate	119	1,244	1,117	1,087	671	347	252	70	59	125	78	70	54	5,293
	35.0%	24.0%	34.0%	38.0%	24.0%	15.0%	15.0%	11.0%	10.0%	10.0%	14.0%	14.0%	14.0%	24.0%
Beginning	58	342	451	538	282	173	102	34	17	35	35	34	18	2,119
	17.0%	7.0%	14.0%	19.0%	10.0%	8.0%	6.0%	5.0%	3.0%	3.0%	6.0%	7.0%	5.0%	10.0%
Number Tested	336	5,134	3,246	2,875	2,777	2,295	1,632	651	610	1,247	551	486	389	22,229
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Skill Area Mean Scale Scores														
Listening/Speaking	444.7	487.3	516.2	492.5	509.6	517.7	513.0	522.3	531.4	517.6	511.7	509.7	520.0	
Reading			437.0	457.4	485.2	501.9	506.7	527.3	543.0	542.8	540.2	540.7	545.6	
Writing			456.9	471.0	496.8	511.2	510.0	522.1	529.0	526.6	518.5	515.5	522.5	
Listening/Speaking Exemption Usage														
# Students	0	33	161	*******	173	232	0	94	133	11	122	101	95	1156
% Students	0%	0.6%	5%	***%	6.2%	10.1%	0%	14.4%	21.8%	0.9%	22.1%	20.8%	24.4%	5.2%

*** Summary data is not provided for groups of three or less.

DRAFT CELDT Longitudinal Analysis

California English Language Development Test

Simulated Data

State: California

Counties: – List of Counties –

Assessment: Annual Assessment

SubGroup: All Students

CELDT Home Research Files

Annual Assessment - All Students

2001 Assessment

Overall Proficiency

Number and Percent of Students at Each Overall Proficiency Level

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Advanced	29	317	515	144	243	1,223	167	246	854	234	265	244	0	4,481
	0.0%	1.0%	1.0%	0.0%	1.0%	4.0%	1.0%	1.0%	4.0%	2.0%	2.0%	3.0%	0.0%	1.0%
Early Advanced	492	2,357	3,441	1,063	2,044	6,221	2,776	3,475	5,635	2,683	2,285	1,936	0	34,388
	1.0%	6.0%	8.0%	3.0%	6.0%	18.0%	10.0%	15.0%	29.0%	18.0%	20.0%	22.0%	0.0%	10.0%
Intermediate	8,996	13,289	15,268	12,764	15,613	16,183	14,281	11,849	8,148	7,015	5,272	4,110	0	132,788
	25.0%	35.0%	34.0%	32.0%	45.0%	47.0%	54.0%	53.0%	42.0%	48.0%	46.0%	47.0%	0.0%	40.0%
Early Intermediate	13,242	12,890	15,929	15,844	11,076	6,983	6,028	4,092	2,690	2,367	1,995	1,529	0	94,665
	36.0%	34.0%	35.0%	40.0%	32.0%	20.0%	23.0%	18.0%	14.0%	16.0%	17.0%	18.0%	0.0%	29.0%
Beginning	13,709	9,090	10,281	10,194	5,560	3,786	3,375	2,831	1,950	2,418	1,714	853	0	65,761
	38.0%	24.0%	23.0%	25.0%	16.0%	11.0%	13.0%	13.0%	10.0%	16.0%	15.0%	10.0%	0.0%	20.0%
Number Tested	36,468	37,943	45,434	40,009	34,536	34,396	26,627	22,493	19,277	14,717	11,511	8,672	0	332,083
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%

2002 Assessment

Overall Proficiency

Number and Percent of Students at Each Overall Proficiency Level

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
Advanced	0	2,865	1,560	2,086	3,561	4,714	3,621	3,641	3,581	1,850	1,299	1,201	1,023	30,982
	0.0%	8.0%	4.0%	5.0%	9.0%	14.0%	11.0%	14.0%	16.0%	10.0%	9.0%	10.0%	12.0%	9.0%
Early Advanced	0	7,998	5,482	6,196	8,888	9,517	9,158	8,015	7,095	7,018	4,617	3,608	2,674	80,266
	0.0%	22.0%	14.0%	14.0%	22.0%	28.0%	27.0%	30.0%	32.0%	36.0%	31.0%	31.0%	31.0%	24.0%
Intermediate	0	15,083	14,265	15,167	15,619	12,974	14,301	10,179	7,901	7,126	5,528	4,307	3,379	125,829
	0.0%	41.0%	38.0%	33.0%	39.0%	38.0%	42.0%	38.0%	35.0%	37.0%	38.0%	37.0%	39.0%	38.0%
Early Intermediate	0	7,855	11,472	14,813	8,943	5,379	5,383	3,536	2,787	2,176	2,297	1,770	1,186	67,597
	0.0%	22.0%	30.0%	33.0%	22.0%	16.0%	16.0%	13.0%	12.0%	11.0%	16.0%	15.0%	14.0%	20.0%
Beginning	0	2,667	5,164	7,172	2,998	1,952	1,933	1,256	1,149	1,107	976	625	410	27,409
	0.0%	7.0%	14.0%	16.0%	7.0%	6.0%	6.0%	5.0%	5.0%	6.0%	7.0%	5.0%	5.0%	8.0%
Number Tested	0	36,468	37,943	45,434	40,009	34,536	34,396	26,627	22,493	19,277	14,717	11,511	8,672	332,083
	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*** Summary data is not provided for groups of three or less.

Internet Posting of 2002–03 CELDT Results

The Internet aggregate reports are anticipated to:

- be accessible through the California Department of Education's DataQuest Web site at http://celdt.cde.ca.gov (Internet)

- allow searching for results by school name

- display CELDT aggregate test results for the initial identification assessment, the annual assessment, and for both assessments combined for the state, counties, districts, and schools for all students who took the exam (data to include initial and annual 2001–02, annual 2002–03)

- report scores for groups of four or more students

- include CELDT by grade (for the total population tested in the 2002 annual administration and the matched student sample for the 2001/2002 annual assessments):
  - the number and percent of students achieving each of the five overall proficiency levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the following populations:
    - All Students
    - Gender–Female Students
    - Gender–Male Students
    - Special Education Students (with an IEP plan)
    - EL in ELD Program
    - EL in Bilingual Program
    - EL in SDAIE
    - Primary Language–Spanish
    - Primary Language–Vietnamese
    - Primary Language–Cantonese
    - Primary Language–Korean
    - Primary Language–Pilipino (Tagalog)
    - Primary Language–Hmong
    - Primary Language–Mandarin (Putonghua)
    - Primary Language–Armenian
    - Primary Language–Khmer (Cambodian)
    - Primary Language–Russian
    - Primary Language–Other
    - Primary Language–Not Specified
  - the number and percent of students who exercised the Listening and Speaking exemption in the 2002 annual assessment

Downloadable research files will be available as:
- fixed-length ASCII
- comma-delimited

Instructions for Importing Data into Access

Access Database Empty Shell

How to import comma-delimited files into the Access Database Empty Shell:

An empty Access database shell is provided as a courtesy by CDE. It is formatted so that the comma-delimited research files may easily be imported into the database using the following instructions:

1. Download the Access Database Empty Shell below. (Note that the shell is to be used with Access 2000).

2. Download the comma-delimited files that you want from the Research Files page.

3. Extract the Access Database Empty Shell to a folder (e.g., "c:\research\"). You should now have a file named "2002_2003_CELDT_Data_Shell.mdb."

4. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").

5. Open the Access Database Empty Shell ("2002_2003_CELDT_Data_Shell.mdb") using Access 2000.

6. Import the comma-delimited file:
   a. From the drop-down menu, select File
   b. Click Get External Data and Import
   c. Select the comma-delimited file you want to import. (Note: the comma-delimited file will have a "TXT" file extension)
   d. Click Import
   e. Select Delimited as the file type and click Next
   f. Select Comma as the delimiter and double quotes (") as the text qualifier. Select the box indicating the First Row Contains Field Names and click Next
   g. Select to store your data in an existing table. Choose Research_Data_2002_2003 from the drop-down menu and click Next
   h. Click Finish

7. It is recommended that you compact your database at this time. From the Tools menu, select Database Utilities, and then click Compact and Repair Database.

Note: The Access Database Empty Shell and instructions for use are provided as a courtesy by CDE. Technical questions should be directed at the local level.